



The influence of the birth of two child on the resilience of college students as one child

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Abstract

From the perspective of CD-RISC questionnaire and case interview, this paper examines the impact of the birth of Two Child in China on psychological resilience of One Child, discusses how to improve psychological resilience of One Child, and applies the results to the majority of the two-child family. The results showed that: (1) There was no statistically significant correlation between the change of psychological resilience of One Child and the birth of Two Child. (2) The birth of Two Child has an impact on psychological resilience of One Child, which shows that the score of "individual psychosocial function development" is higher, and the score of "positive adaptation" is lower. The results show that a college student as One Child needs to start from himself and improve the acceptance of Two Child in China; parents need to communicate with One Child on Two Child problem to build a good family interaction model.

Keywords: resilience, two child, CD-RISC, case interview, college students

1. Introduction

The life events is the primary risk factor for adolescent behavior problems (Zhang Yunhong, 2014) [18]. Some studies have investigated the attitudes and influencing factors of "post-98" parental births under the comprehensive two-child policy (Wang Lili, Zhang Jie, 2018) [11], and the results show that "the parents' love will be shared or taken away", "the parents' economy", "worry for children", "do not like children", "like to be the only child", and "Two Child will compete with their own family" five factors that are reasons for the "post-98" one-child opposition to parents giving birth to Two Child. The Two Child (joining new family members) is a major impact on life events for college students as One Child in China. Looking at previous research on college students, most of them are from the perspective of pathological psychology such as problems, to explore the impact of the birth of Two Child on mental health of One Child. However, the implementation of comprehensive Two-child policy is China's national policy of birth. Therefore, it is necessary to explore psychological development model of individual students from the perspective of positive psychology, especially resilience, so that it is better before and after the birth of Two Child, to maintain and develop the mental health of college students as One Child.

Resilience, also known as mental resilience, and psychological resilience, is defined by Connor and Davidson (2003) [2], which refers to an individual's potential cognitive, abilities, or psychological traits when faced with internal and external stress dilemmas. The process of actively repairing and adapting mechanisms using internal and external resources to obtain the ability, history or results towards a positive goal. The CD-RISC scale used in this study is based on this definition. Then, the changes in family structure and personal family status brought about by the birth of "Two Child" will be reflected in the changes in level of resilience of college students. At the same time, how can we improve the acceptance of One Child to a Two Child? These

problems are worth studying. This study will use the variable-centered model (dominant) and the human-centered model (assisted) to examine psychological resilience of One Child before and after the birth of Two Child, and examine the impact of the birth of One Child on psychological resilience of One Child. And discuss how to improve psychological resilience of One Child. Among them, the variable-centered model focuses on development outcome indicators of psychological resilience-related factors, and reveals individual psychological changes from empirical quantification (Xi Juzhe *et al.*, 2012). The human-centered model adopts a case model (extracted from a psychologically resilient group) as a specific analysis example, and obtains rich first-hand psychological resilience or non-resilient development data through in-depth interviews (Masten & Reed, 2002) [6], thereby inferring the results, including effectiveness and generalization (Masten & Obradović, 2006; Xi Juzhe *et al.*, 2012) [8, 14].

2. Methods

2.1 Procedure and objects

Sample 1: First, a CD-RISC mental resilience scale test was conducted at a university to select 540 college students whose parents had the willingness to have Two Child. After 4-5 months, the eligible conditions were screened (the parents did not give birth to the second child after the test. At the time of the birth of the second child, 270 college students, once again tested the CD-RISC psychological toughness scale. In the process of testing, the participants emphasized that the content of the questionnaire was only used for academic purposes and kept it secret to control the common method bias effect caused by the self-reported questionnaire collection method (Zhou Hao, Long Lirong, 2004) [20]. After eliminating the invalid questionnaire, the final sample was 250 people, and the effective recovery rate was 92.59%, including 98 boys and 152 girls, aged 20±0.75, 146 in the city and 104 in rural areas.

Sample 2: In a university, a college student who has already

had a younger sibling and a younger 80 children will be interviewed by the "Two Child" on psychological resilience of "one child", including 40 men and women; 15 people (18.75%) under 18 years old, 55 people (68.75%) at the age of 18 - 24 years old and 10 (12.5%) over the age of 24; 37 children (46.25%) with Two Child, 33 children (41.25%) with Two Child, 35 persons (43.75%) with age difference of 0-5 years old, and 40 persons aged 5-10 years (50%), 5 people (6.25%) aged 10-15.

2.2 Research material

2.2.1 CD-RISC Scale (Connor-Davidson Resilience Scale)

The CD-RISC compiled by Connor and Davidson (2003) [2] has 25 entries with a 5-point score (0~4). The higher the score, the higher the psychological resilience. The applicability of the five-factor structure of the original scale to Chinese adolescents and adults has been studied (Yu, Lau, Mak, Zhang, Lui, & Zhang, 2011; Gao Xiang, Xu Xianggang, 2011) [16, 17]. Therefore, this study uses Connor and the five-factor division of Davidson (2003) [2]: F1 Personal ability (refers to the individual's ability to evaluate and recognize his or her own ability), F2 endures negative emotions (referring to the individual's tolerance to negative effects such as stress), F3 accepts changes (refers to the individual's positive adaptation to environmental changes), F4 control sense (refers to the individual's self-perception of his ability to control), F5 spiritual belief (refers to the individual's perception of his spiritual support). The increase of F1 represents the rise of the individual's evaluation of self-ability, the decrease represents the weakening of the evaluation of self-ability; the rise of F2 represents the

increase of the individual's tolerance to stress, and the decrease represents the decrease of the tolerance to negative influence; F3 Elevation represents the improvement of the individual's positive adaptability to environmental changes, and reduces the degree of positive adaptation; the increase of F4 represents the individual's feelings of self-control ability, and the decrease represents the decrease of the feeling of self-control; the rise of F5 representing the extent to which an individual feels spiritually, and reducing the degree of sensitivity to mental support. The cronbach' α coefficient of this study was. 89.

2.2.2 Interview outline

The interviews were divided into two parts: structured interviews and open interviews.

2.3 Procedures and data processing

First, a survey was conducted among 540 college students in a university to select 270 college students who met the conditions (the parents had not given birth to Two Child before the test, and the Two Child had been born after the test), and then conducted a CD-RISC questionnaire survey. At intervals of 4-5 months, the psychological resilience scores of the Two Child before and after birth were used as indicators. In the process of testing, the participants emphasized that the content of the questionnaire was only used for academic purposes and kept it secret to control the common method bias effect caused by the self-reported questionnaire collection method (Zhou Hao, Long Lirong, 2004) [20]. Statistical analysis was performed using SPSS 24.0.

3 Results

3.1 Comparison of the differences in mental resilience of college students before and after the birth of Two Child in China

Table 1: Comparison of the differences in mental resilience of college students before and after the birth of Two Child

Variable	Pre-test (M ± SD)	Post-test (M ± SD)	t	p	Up and down scores
Total score	80.52 ± 8.40	79.20 ± 10.17	1.513	P=0.132>0.05	
Personal ability	24.40±3.20	25.60±3.98	-3.674	P=0.001	↑
Endure negative emotions	23.00±2.93	20.92±2.83	7.807	P=0.001	↓
Accept change	17.84±2.08	16.68±2.57	5.272	P=0.001	↓
Control sense	9.52±2.26	9.36±2.02	.737	P=0.462	↓
Spiritual belief	5.76±1.09	6.64±1.04	-10.167	P=0.001	↑

There was no significant difference in the overall level of psychological resilience of One Child before and after the birth of Two Child, $p>0.05$ (see Table 1), but there was a certain degree of decrease, the performance was $t=1.513>0$, and the average score was reduced from $M=80.52$. $M = 79.20$. From the analysis of five factors, the F1 "personal ability" and F5 "spiritual belief" dimensions showed significant differences before and after, $p<0.05$, both showed a certain degree of increase. The F4 "control sense" dimension did not change significantly (see Table 1), $p>0.05$, but there was a small increase in some extent. The F2 "enduring negative emotions" dimension and the F3 "accepting change" dimension showed significant differences, $p<0.05$, both with some degree of reduction. In summary, the overall level of psychological resilience of One Child before and after the birth of One Child has decreased to some extent, but there is no significant difference, that is, there is no statistically significant correlation. "Personal ability", "spiritual belief" and "control" have risen to a certain extent, and "enduring

negative emotions" and "accepting changes" have been reduced to some extent.

3.2 interview results

Through statistical analysis, it is found that the attitude of a student to a parent and One Child is generally understood and supported, and the child who is in favor of understanding is still the majority. It can be divided into three types: no sense, approval and opposition. The reason for the opposition is in line with the CD-RISC study, which means that one of the college students is relatively weak (lower scores) in terms of tolerating negative influences and actively accepting changes and security relationships. The endorsement type believes that the birth of Two Child contributes to their own growth and progress, manifested in their relative strength in personal ability and control (higher scores). The results also show that: First, look forward to the age difference between the younger brother and sister in the 1-6 years old students nearly two-thirds (64.94%). Second,

college student (71.83%) has gender expectations and is more expecting her sister (44.13%) has a one-year gap between them. Third, the communication between parents and One Child can increase their support rate. Fourth, jokes make a college student have a negative attitude towards the Two Child. Jokes such as "Don't love your brother after having a younger sibling" and "You are coming" have had a certain negative impact on them. "One-year gap" college students who often hear such words have a strong opposition to Two Child, and nearly 30% of them who have occasionally or never heard such words are opposed to Two Child.

The interview results also found that the decision of college students on the parents' "Two Child" is generally understood and supported. Among them, the majority of students who are in favor of are still the majority (77.5%), and only 3.75% of the students who do not approve of the parents. Another 18.75% said "doesn't matter." Further open interviews with reasons for their approval or disapproval show that the most important reason for endorsement of a college student as One Child in China is to have a playmate, and secondly to respect the parents' wishes. They believe that as long as their parents have a strong desire to have Two Child and have the physical conditions of their support or the support of their grandparents, they should agree to having Two Child. The disapproval of a college student has different degrees of resistance to parents and Two Child. The reasons are mostly the following: suspicion of psychology, age separation, disgusting psychology, monopoly psychology, fairness, and growth conditions. There is no such thing as a college student who has no opinion on his parents and Two Child. This is related to their lack of desire for playmates or even indifference to the matter. The reasons can be summarized as three possibilities: one is indifferent; the other is reasonable treatment; third, opposition is invalid.

The interview found that 20% of college students think that the birth of "Two Child" will not affect their education, but 72.5% think it will have some impact, 7.5% think it will have a big impact; 25% of college students Children believe that the birth of "Two Child" will not affect their employment, but 60% think it will have some impact, and 15% think it will have a big impact, such as "will choose to work in a city not far from home." The interview also found that some jokes in life would make One Child have a negative attitude towards the Two Child. The jokes in life such as "Don't love you after my parents have a younger sibling" and "You are coming" have also had a certain negative impact on the psychology of One Child. One Child who often hears such words has a strong opposition to the parents and Two Child, reaching nearly 30%, while One Child who occasionally or never hears such words is only about 10% opposed to the Two Child. Although most children said they would not believe in such jokes, these words also had a certain negative impact on them. In addition, most of the children who chose "Parents have asked me for advice and respected my wishes" agree that parents are born to Two Child (66.9%), while the remaining options understand that the support rate is less than 40%. It can be seen that asking and respecting the child's wishes can greatly improve the support rate of One Child to their parents and Two Child.

In summary, consistent with the CD-RISC results, the birth of Two Child has an impact on psychological resilience of

One Child, divided into positive and negative effects. The positive impact is manifested in the increase of the psychological resilience in the dimensions of "personal ability", "spiritual belief" and "control sense". At the same time, colleges as One Child with higher scores in these three dimensions is more accepting of Two Child than the other one. The negative impact is reflected in the reduction of the psychological resilience of the "tolerance of negative emotions" and "acceptance of change" dimensions. At the same time, the colleges as One Child with lower scores in these three dimensions have lower acceptance of Two Child than the other college students as One Child.

4. Discussion

4.1 The enlightenment of the cumulative model: the birth of Two Child is a potential factor to promote the development of psychosocial function and positive adaptation of One Child

The CD-RISC results showed that there was no statistically significant correlation between the overall level of psychological resilience of One Child before and after the birth of Two Child, H1 error. "Personal ability", "spiritual belief" and "control" have risen to a certain extent. "Endure negative emotions" and "accept change" have been reduced to some extent, and H2 is correct. That is to say, the birth of Two Child has an impact on psychological resilience of college students as One Child, which is divided into positive influence and negative influence. From the five-factor analysis, the dimension of the increase in psychological resilience of college students as One Child is reflected in the aspect of "the development of individual" (Fergus & Zimmerman, 2005)^[4], while the dimension of reduction is reflected in the aspect of "positive adaptation". Further analysis, the birth of Two Child is not only a responsibility, but also a commitment and help. The minds of college students as One Child must also consider the future of their parents and the growth of their Two Child. This is the individual's psychology. The development of social function can play a certain role in helping the growth of the mental resilience score of One Child in this dimension is also reasonable.

But how to deal with the dimension of the college students' mental resilience score reduction?

In the framework of cumulative model subordinate to the variable-centered model, there is also a case where the stress factors such as stress/risk are not very serious or very slight, or directly promote individual psychosocial society. The potential factors for functional development and positive adaptation, as the saying goes, "no motivation, no motivation" (Fergus & Zimmerman, 2005)^[4]. In an individual's growth experience, it may be beneficial to properly face some stress/adversity, because person in question can have the opportunity to exercise skills, learn to mobilize or utilize various resources, and benefit from it (Xi Juzhe *et al.*, 2012)^[14]. The author is inspired by this, how to improve psychological resilience of college students as One Child is a dimension of "positive adaptation"? It must be that it is believed that the birth of Two Child can benefit them a lot: not only to exercise their own family role, but also to experience the joy of compatriots with brothers and sisters, not only to enjoy the joy of guiding children's growth and progress, but also as parents become older, they will further develop their social interaction skills and envision the future for Two Child. In this regard, this study

proposes two suggestions to a college student: First, calm the mind and actively accept. Second, consider the birth of Two Child from the perspective of mutual benefit and win-win.

4.2 From the perspective of family, the improvement of the acceptance of Two Child by a college student

In the case that China's one-child households will have many evil consequences (severe pension problems, national security challenges, etc.), "comprehensive Two Child" is extremely correct and inevitable (Cheng Xing, Liu Yujia, Li Xin, Xie Diming, 2017; Xiao Liming, Liu Shuai, Lu Shichen, 2017)^[1, 15]. The comprehensive two-child increase the right of Chinese families to choose their own birth, but this also directly affects the family relationship in China. Parents are also concerned about the emotional connection with One Child, but also need to pay attention to the influence of important people such as peers on their socialization process. While One Child actively converts the positive emotions of Two Child, he also needs to learn in advance to adapt to the new role norms and behaviors at the practical level (Wang Lili *et al.*, 2018)^[11].

The students in this study were college students born before 2000. Their mentality is relatively mature. They have gradually learned to find a balance between paying attention to themselves and paying attention to others. With a certain independent thinking ability, they usually consider various factors and gradually adopt parents. The idea is incorporated into one's own thinking pattern, and gradually becomes a human being from the perspective of a caring parent. The family is a vivid system, an organic whole. In the two-child family, the father, the mother, the one child, and the second child are all vital and indispensable components. The further development of individual psychosocial function of the university student Without family support and social interaction, how can they better adapt to it? The author believes that in the two aspects of "believing instinct, tolerating negative influence, resisting stress" and "actively accepting change and security relationship", it is inseparable from family support, just as the idea of family therapy: the focus is on the interaction and relationship of family members. Personal change depends on the overall change of the family. For the sake of permanent harmony within the family, the acceptance of one child to Two Child needs to be improved. Without repeating the narrative, we will summarize three specific suggestions: First, a student and a parent will communicate with each other and build a good family interaction model. Second, the use of peer groups to play an active role in eliminating role conversion anxiety. Third, parents in their lives reduce the frequency of negative jokes for college students as One Child.

Due to the author's lack of ability and other factors, this study is a bit thin and has some omissions. The number of subjects tested was insufficient and there was a lack of rich case collections. A more comprehensive sample of the results will be tested in the future.

5 Conclusion

1. There is no statistically significant correlation between the change in the psychological resilience of a college student and the birth of a second child.
2. The birth of Two Child has an impact on the psychological resilience of One Child, which is divided into positive influence and negative influence. The

performance of "individual psychosocial function development" increased, and the score of "positive adaptation" decreased.

3. The results show that a college student needs to start from the self to improve the acceptance of the Two Child; parents need to communicate with the college students on the second child problem to build a good family interaction model.

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